

The Preferred Education Philosophies of Teachers Enrolled in the Graduate Diploma Program at St Theresa International College -Thailand

Ma. Arlen F. Arellado

Faculty of Education, St Theresa International College, Thailand

Email: arlen@stic.ac.th

Received: 27/04/2022

Revised: 10/11/2022

Accepted: 25/11/2022

Abstract

This descriptive study sought to identify the Educational Philosophies of teachers teaching in the different schools all over Thailand, taken as an entire group, classified as to Thai and International Teachers. The significant difference in the philosophies between the two groups was also compared. The respondents were 63 (37%) International teachers, while 108 (63%) were Thai teachers. The Statistical tools used were t-test, mean, standard deviation, ranking, and percentage. Results showed that when taken as an entire group and classified as International and Thai Group, generally, Essentialism, Progressivism, Existentialism, Constructivism, and Behaviorism were the “Strongly Preferred” Educational Philosophies while Perennialism was the “Preferred” Educational Philosophy. No significant difference existed when the two groups of respondents were compared, except for Constructivism. Several factors may have contributed to the teachers’ view of Perennialism as a moderate Philosophy. Still valuable in its own right, this philosophy seems to be heavily teacher-centered, “back to the basic” principles. It disregards students’ creative, critical and imaginative thinking skills, contradicting the 21st-century learning skills and the global perspectives which integrate similarities in the educational system across borders. Further, the quantum leap in technology has transformed the millennial mentality of both teachers and students from ancient times to global perspectives.

Keywords: Educational Philosophy, International teachers, Thai Teachers, Graduate Diploma, St Theresa International College-Thailand

1. Introduction

The philosophy of education is an area that illuminates the understanding of issues in education.

Philosophy is critical in defining and directing the school's purposes, objectives, and focus, which eventually means directing educational planning, programs, and processes in any given setting, including the beliefs and values, taught following the community culture. It sets a statement that elucidates the beliefs and values of an individual or group concerning education.

Educational philosophy is a blueprint of what one teaches in the classroom following a specific cultural background, regardless of its paradigm and assumptions. It draws upon multiple theories, styles, or ideas to determine insights to fit the need or applies different theories suited to a particular case.

Way back then and onwards, most educational philosophers view philosophy as a discipline that clarifies the aims, content, methods, and distribution of education following contemporary society. It could be considered a multi-discipline, as this could be applied to other aspects of educational issues related to teachers.

One of his era's most significant philosophical educational thinkers, John Dewey, opined that the central ethical imperative in education was democracy. Every school must have a community life, active with the types of occupations reflecting the life of a larger society, providing the learners with the instruments of self-direction to guarantee a value-oriented larger society. William James emphasized the importance of teaching and learning in the classroom, while E. L. Thorndike argued that one of the essential tasks of schooling is to hone children's critical thinking skills, and he excelled at conducting detailed scientific studies of teaching and learning (Santrock, 2017).

This study is anchored on Eclecticism theory, proposed by Rivers (1981). The main proponent of this method says that the eclectic approach allows a teacher "to absorb the best techniques of all the well-known language teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate"; Similarly, Siddiqui (2012) defines this theory as choosing from various sources. This method was advocated at the beginning of the 1990s and has become fashionably famous these days.

All teachers are, by nature, philosophers in the silence of their hearts. Their philosophical principles may not be named or labeled or written in the book of history, but the noble profession of dedication and love for work remains a legacy; hence, in this study, a group of teachers coming from diverse cultures are requested to identify their philosophical preferences.

2. Review of Related Literature

This study focuses on the concepts and research conducted that are related to the educational philosophies as identified by the International and Thai groups of teachers in Thailand, presently enrolled at St. Theresa International College during the conduct of the study.

The word philosophy comes from the Greek Philo (love) and Sophia (wisdom) and so is literally defined as "the love of wisdom." More broadly understood, it is the study of the most basic and profound matters of human existence.

Educational Philosophies, a teaching and learning statement, is a narrative of one's reflection of the beliefs and approaches to teaching and learning. This covers an educator's teaching plan, learning objectives, teaching strategies, and the appropriate assessment methods.

World Philosophies

The primary aim of World Philosophy is to explain the nature of things comprehensively and may serve as background information to the specific world philosophies discussed here. These may shed light on everything one needs to know, specifically on concepts associated with all other cross-cultural philosophies.

Idealism as a school of philosophy emphasizes that “ideas or concepts are the essences of all that is worth knowing”. Based on the writings of Plato, this school of philosophy encourages conscious reasoning in mind; Realism is a school of philosophy with origins in the work of Aristotle. This philosophy emphasizes that “reality, knowledge, and value exist independent of the human mind.” Realists argue on the use of the senses and scientific investigation to discover the truth. The application of the scientific method also allows individuals to classify things into different groups based on their essential differences. Pragmatism is “a process philosophy that stresses evolving and changes rather than being.” According to the pragmatists, the learner is constantly conversing and being changed by the environment with which he or she is interacting. There is “no absolute and unchanging truth, but rather, truth is what works.” Based on what is learned at any point and time, the learner or the world in which he or she is interacting can be changed. Existentialism is a school of philosophy that “focus constantly changing so we learn best through experiences on the importance of the individual rather than on external standards”. Existentialists believe that reality is made up of nothing more than lived experiences. The physical world has no real meaning outside our human experience (Della, 2022).

The Educational Philosophies

Six major educational philosophies within the epistemological frame focus on the nature of knowledge and heavily on what one should teach.

Essentialism trains the mind of the essentials of academic knowledge, enacting a back to back approach and emphasizes on mastery of the subject matter; Perennialism teaches ideas that are everlasting, teaching students to think rationally and develop minds that can think critically, lessons are lifted from classic and great books, in a teacher-centered classroom; In Progressivism, education comes from experience, curriculum corresponds to students' needs that relate to their personal lives - learning by doing; Existentialism focuses on individual's freedom to choose their own purpose in life to help students understand themselves as unique individuals; Behaviorism focuses on acquisition of new behavior based on environmental conditions, providing reinforcement and punishment; In Constructivism, students are intrinsically motivated to construct their own understanding and knowledge of the world, while teachers provide them with knowledge to hypothesize, predict, manipulate, pose questions, research and invent (Philosophies of Education, (n.d.).

Sayani (2015) mentioned that educational philosophy determines what one thinks, values or beliefs. Every individual has his own distinct learning philosophy, but learning one's philosophy is not easy. It requires a persistent reflection and much work to reach and dig out the inner thoughts. Learning is a lifelong journey that can never be separated from an individual's life. The role of a teacher in a learner's life is to foster motivation and build insight among students (Singhal, 2017); It also investigated the relationship between teachers' educational beliefs and their perceptions about school climate. This correlational survey model included 357 teachers working in the central districts of Van province from 2019 to 2020. Results showed that the teachers' beliefs about contemporary philosophical approaches were strong. In terms of teachers' perceptions of school climate, all scores were close, but higher scores were found in directive and supportive school climates. Results concerning the relationship between education beliefs and school climate showed that teachers with progressivism and existentialism education beliefs saw their schools as more supportive and

directive. In contrast, teachers with a reconstructionist educational philosophy perceived their schools as more directive and restrictive. Teachers adopting a Perennialist's educational belief interestingly described their schools as more supportive, directive, and intimate. As expected, teachers who follow essentialist beliefs in education regarded their schools as more restrictive in terms of climate. The study results indicated that teachers' philosophical beliefs about education were, although at a low level, a significant predictor of their perception of school climate.

Isriyah and Lasan (2017) remarked that education and philosophy has a close relationship because philosophy views life that leads to the goal of education. According to Dewey, societal changes must exist and are inevitable because education is constantly changing. Education is a tool to process humans, with the difference in orientation and philosophy became his belief. Vassilopoulos (2011) also noted that education is a right. These natural rights are pre-social, while education is intrinsically social.

Teachers in Thailand

Teachers play a crucial role in supporting or suppressing students' learning. Education in Thailand is provided mainly by the Thai government through the Ministry of Education from preschool to senior high school. Education reform has been implemented, and it is in progress today, but only one in every three teachers are actively engaged in it. The directive for student-centered learning has not yet been fulfilled (Hallinger, 2012). The majority of teachers are resisting self-improvement and education reform. Nevertheless, they are teaching Thailand's future teachers, which impacts the value of Thailand's intellectual capital across the professional spectrum. The constitution guarantees free primary education of fifteen years. Education in Thailand mandates nine years of "basic education."

In the post-graduate program in Thailand, diplomas are given to those who have completed a college degree. A specialized topic must be studied in order to earn a diploma. Most students acquire better jobs and higher education after completing their college degrees (Keystone Academic Course, n.d).

At St. Theresa International College – Thailand, Graduate Diploma in Teaching Profession program combines passion, talent, skills, morals, and professional ethics, into a rewarding career aimed at inspiring and uplifting future international teachers based in Thailand. As a requirement from the Ministry of Education, all school teachers in Thailand are obliged to receive training on advanced teaching methodologies to obtain their teaching licenses. In 2013, St. Theresa International College proudly became the first private university-level institution to open the Graduate Diploma Program in Teaching Profession (International Program).

Many universities award graduate degrees; a graduate school is not necessarily a separate institution. Colloquially termed "postgraduates" and "postgrads," these Degrees are awarded to graduate students, including master's degrees, doctoral degrees, and other postgraduate qualifications such as graduate certificates and graduate diploma degrees.

Other than the Ministry of Education requirement in Thailand, some graduate diploma students are extrinsically motivated to finish the diploma degree, but some are also intrinsically motivated to enroll in the Master's Degree Program after completing their Baccalaureate courses. Reasons may vary. While others are inclined to get a teaching license, some want to

Table 1 Distribution of Respondents

| Category | N | % |
|------------------------|-----|-----|
| Program | | |
| International Students | 63 | 37 |
| Thai Students | 108 | 63 |
| Total | 171 | 100 |

7. Data Gathering Instrument

After the letter of permission to conduct the study among the Graduate Diploma Students was signed by the President of the College, a researcher-made questionnaire was juror validated by experts in the field. This included 30 questions on the students' choice of philosophy as used in the teaching-learning process. The level of choosing their philosophy was rated as follows: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree, and 1 = strongly disagree to answer each question in order to tally their opinions.

These were scored 1, 2, 3, 4, and 5, with five as the highest and one as the lowest. A letter to the respondents requesting permission to answer the questionnaire was attached to the questionnaire.

Questionnaires for Thai and international teachers

The questionnaires prepared in this study determined the educational philosophies of each Thai and foreign teacher-student at St. Theresa International College.

The different philosophies were scattered in the questionnaires as follows:

- Perennialism (Questions 1, 11, 21, 25, 30)
- Essentialism (Questions 7, 14, 17, 18, 23)
- Progressivism (Questions 2, 4, 9, 13, 16)
- Existentialism (Questions 3, 10, 19, 26, 29)
- Constructivism (Questions 5, 12, 15, 22, 28)
- Behaviorism (Questions 6, 8, 20, 24, 27)

8. Research Method

The data gathering procedure was carried out smoothly. The questionnaire had undergone juror validation by those experts in the field. Prior to data-gathering, a pilot test was conducted in order to identify any unforeseen problems before sending the questionnaires out to the two groups of respondents, the International and the Thai groups presently enrolled at St. Theresa International College. The questionnaire was sent through the Google form, linked to their emails. The results were automatically computed. This research was conducted during the pandemic time with all the COVID restrictions; hence, the electronic gathering of data was utilized.

9. Treatment of Data

The responses were added according to their respective points to determine what type of philosophy/philosophies they felt strongly about from answering the questionnaires. Each respondent's questionnaire identified the specific teaching philosophy they had.

* These were the scoring the respondents used: 5 = strongly agree; 4 = agree; 3 = neutral; 2 = disagree; and 1 = strongly disagree to answer each question in order to tally their opinions.

10. Research Results

The following were the results of the study.

Table 2. Educational Philosophies of International and Thai Teachers Enrolled in the Graduate Diploma Program taken as a whole

| Category | N | Mean | SD | Description |
|---------------------------------|-----|------|------|--------------------|
| Educational Philosophies | | | | |
| Perennialism | 171 | 3.12 | .685 | Preferred |
| Essentialism | 171 | 3.89 | .868 | Strongly Preferred |
| Progressivism | 171 | 4.09 | .941 | Strongly Preferred |
| Existentialism | 171 | 3.93 | .837 | Strongly Preferred |
| Constructivism | 171 | 3.89 | .790 | Strongly Preferred |
| Behaviorism | 171 | 3.65 | .815 | Strongly Preferred |

| Scale | Description |
|-------------|-------------------------|
| 1.00 – 1.79 | No Preference |
| 1.80 – 2.59 | Slightly Preferred |
| 2.60 – 3.39 | Preferred |
| 3.40 – 4.19 | Strongly Preferred |
| 4.20 – 5.00 | Very Strongly Preferred |

Table 2 shows the Educational Philosophies of International and Thai Teachers enrolled in the Graduate Diploma Program at St. Theresa International College taken as a whole. Results show that generally, the teachers enrolled in the Graduate Diploma Program at St. Theresa International College considered the following Educational Philosophies “Strongly Preferred” : Essentialism ($\bar{x} = 3.89$; $SD = .868$); Progressivism ($\bar{x} = 4.09$; $SD = .941$); Existentialism ($\bar{x} = 3.93$; $SD = .837$); Constructivism ($\bar{x} = 3.89$; $SD = .790$); and Behaviorism ($\bar{x} = 3.65$; $SD = .815$).

Only Perennialism ($\bar{x} = 3.12$; $SD = .685$) showed “Preferred” Educational Philosophy. Results showed that teachers' beliefs about contemporary philosophical approaches were strongly preferred. This is reinforced by Çelik & Zelyurt's (2021) study, which may shed light on this research, as the conclusion is closely similar. This quantitative descriptive research was conducted with the quantitative research method and aimed to determine and analyze the educational philosophy trends among preschool teachers and the effects of various variables

on their educational philosophy orientations. The study was conducted with 381 preschool teachers attending İnönü University, Faculty of Education, and Department of Preschool Education, 2019-2020 academic year fall semester. The "Educational Beliefs Scale" developed by Yilmaz, Altinkurt, and Çokluk (2011) collected the study data. Results showed that most participants adopted existentialism and progressivism, and the least number of participants adopted essentialism, which implies that the pre-service teachers adopted contemporary educational philosophies.

Table 3. Educational Philosophies of International Teachers enrolled in the Graduate Diploma Program at St. Theresa International College

| Category | N | Mean | SD | Description |
|---------------------------------|----|------|------|--------------------|
| Educational Philosophies | | | | |
| Perennialism | 63 | 2.98 | .707 | Preferred |
| Essentialism | 63 | 4.05 | .750 | Strongly Preferred |
| Progressivism | 63 | 4.02 | .707 | Strongly Preferred |
| Existentialism | 63 | 3.98 | .660 | Strongly Preferred |
| Constructivism | 63 | 4.10 | .665 | Strongly Preferred |
| Behaviorism | 63 | 3.57 | .756 | Strongly Preferred |

| Scale | Description |
|-------------|-------------------------|
| 1.00 – 1.79 | No Preference |
| 1.80 – 2.59 | Slightly Preferred |
| 2.60 – 3.39 | Preferred |
| 3.40 – 4.19 | Strongly Preferred |
| 4.20 – 5.00 | Very Strongly Preferred |

Table 3 shows the Educational Philosophies of International teachers enrolled in the Graduate Diploma Program at St. Theresa International College.

Results show that the International teachers enrolled in the Graduate Diploma Program considered the following Educational Philosophies “Strongly Preferred”, as follows: Essentialism ($\bar{x} = 4.05$; $SD = .750$), Progressivism ($\bar{x} = 4.02$; $SD = .707$), Existentialism ($\bar{x} = 3.98$; $SD = .660$), Constructivism ($\bar{x} = 4.10$; $SD = .665$) and Behaviorism ($\bar{x} = 3.57$; $SD = .756$) Only Perennialism ($\bar{x} = 2.98$; $SD = .707$) as a philosophy showed “Preferred” Educational Philosophy, while the five others were labeled “Strongly Preferred” educational philosophy.

Regardless of one’s nationality, Ugwuozor (2019) had this to say due to his research. Educational philosophy is the backbone of any efficient teacher. It encapsulates the principles, the ways of thinking, and the beliefs that provide the foundation and framework on which teachers define, delineate, and justify their teaching agendas, curriculum preferences, pedagogical styles, and classroom organizational structures.

Table 4. Educational Philosophies of Thai Teachers Enrolled in the Graduate Diploma Program at St. Theresa International College

| Category | N | Mean | SD | Description |
|--------------------------|-----|------|-------|--------------------|
| Educational Philosophies | | | | |
| Perennialism | 108 | 3.19 | .662 | Preferred |
| Essentialism | 108 | 3.81 | .922 | Strongly Preferred |
| Progressivism | 108 | 4.14 | 1.054 | Strongly Preferred |
| Existentialism | 108 | 3.90 | .927 | Strongly Preferred |
| Constructivism | 108 | 3.78 | .835 | Strongly Preferred |
| Behaviorism | 108 | 3.69 | .848 | Strongly Preferred |

| Scale | Description |
|-------------|-------------------------|
| 1.00 – 1.79 | No Preference |
| 1.80 – 2.59 | Slightly Preferred |
| 2.60 – 3.39 | Preferred |
| 3.40 – 4.19 | Strongly Preferred |
| 4.20 – 5.00 | Very Strongly Preferred |

Table 4 shows the Educational Philosophies of Thai Teachers enrolled in the Graduate Diploma Program at St. Theresa International College.

Results show that Thai teachers consider the following Educational Philosophies “Strongly Preferred”: Essentialism ($\bar{x} = 3.81$; $SD = .922$); Progressivism ($\bar{x} = 4.14$; $SD = 1.054$); Existentialism ($\bar{x} = 3.90$; $SD = .927$), Constructivism ($\bar{x} = 3.78$; $SD = .835$) and Behaviorism ($\bar{x} = 3.69$; $SD = .848$). Only Perennialism ($\bar{x} = 3.19$; $SD = .662$) was labeled a “preferred” philosophy.

Despite the overall results based on the two tables above, somehow similar is Papadima's (2021) study on the Impact of Gender and Degree on the Adult Educator's Theoretical Identity, Humanism, and Progressivism prevailed as the choice among adult educators. Each educator's gender and scientific training did not appear to influence the educational philosophy they adopted.

Each teacher has his philosophy, may it be written or unwritten. The heart and the mind work more than the eyes can see. Sayani (2015) says that Educational Philosophy determines what one thinks, values or beliefs.

Indeed, these two theories – Humanism and Progressivism - are closely related to an individual's overall development, focusing on the social and emotional well-being and helping kids to be all.

This can be espoused in the theories of Abraham Maslow and Carl Rogers. Observed in many classrooms today, teachers emphasize freedom from threat, emotional well being, learning process, and self-fulfillment.

Table 5 t-Test for significant difference in the Educational Philosophy Theories of Thai Teachers and International Teachers in the Graduate Diploma Program

| Category | N | Mean | SD | t | df | Sig |
|------------------------|-----|------|-------|--------|---------|-------|
| Perennialism | | | | | | |
| International Students | 63 | 2.98 | .707 | -1.921 | 123.032 | .057 |
| Thai Students | 108 | 3.19 | .662 | | | |
| Essentialism | | | | | | |
| International Students | 63 | 4.05 | .750 | 1.770 | 169 | .079 |
| Thai Students | 108 | 3.81 | .922 | | | |
| Progressivism | | | | | | |
| International Students | 63 | 4.02 | .707 | -.824 | 169 | .411 |
| Thai Students | 108 | 4.14 | 1.054 | | | |
| Existentialism | | | | | | |
| International Students | 63 | 3.98 | .660 | .647 | 169 | .519 |
| Thai Students | 108 | 3.90 | .927 | | | |
| Constructivism | | | | | | |
| International Students | 63 | 4.10 | .665 | 2.576 | 169 | .011* |
| Thai Students | 108 | 3.78 | .835 | | | |
| Behaviorism | | | | | | |
| International Students | 63 | 3.57 | .756 | -.981 | 142.056 | .328 |
| Thai Students | 108 | 3.69 | .848 | | | |

*Significant at 0.05 alpha level

Table 5 shows the significant differences in the preferences of the Educational Philosophical theories of the Thai and International Teachers in the Graduate Diploma Program.

Perennialism shows no significant difference in the preference of Thai Teachers and International Teachers in the Graduate Diploma Program with $t = -1.921$, $p < 0.05$ alpha level of significance.

Essentialism shows no significant difference in the preference of the Educational theories of Thai Teachers and International Teachers in the Graduate Diploma Program with $t = 1.77$, $p < 0.05$ alpha level of significance.

Progressivism shows no significant difference in the preference of Thai Teachers and International Teachers in the Graduate Diploma Program with $t = -0.824$, $p < 0.05$ alpha level of significance.

Existentialism shows no significant difference in the preference of Thai Teachers and International Teachers in the Graduate Diploma Program with $t = 0.647$, $p < 0.05$ alpha level of significance.

Constructivism shows a significant difference in the preference of Thai Teachers and International Teachers in the Graduate Diploma Program with $t = 2.576$, $p < 0.05$ alpha level of significance.

Behaviorism shows no significant difference in the preference of Thai Teachers and International Teachers in the Graduate Diploma Program with $t = -0.981$, $p < 0.05$ alpha level of significance.

11. Discussion

Among the different theories included in this study, perennialism was a bit controversial as this is the only one labeled “preferred”, and constructivism had a significant difference in the preference of Thai Teachers and International Teachers in the Graduate Diploma Program with $t = 2.576$, $p < 0.05$ alpha level of significance.

Probably, one consideration is the nature of the perennialism theory. The focus is on everlasting ideas, believing solely in the universal truths as if what was relevant in the yesteryears is still as relevant today. Furthermore, it is teacher-centered. While the teacher is the only authority, students put all of their focus on the teacher, and students exclusively listen. During activities, students work alone, and collaboration is discouraged (SHARE Team, 2020). This is in contrast with the recent trend, which is student-centered, where the teacher is the authority. Students learn from their classmates. They gain more experiences as they are actively involved; they learn authentic, real-life experiences and active involvement. Students receive frequent, direct, and timely feedback. The teacher serves as a guide while the students collaborate.

The five other theories considered “strongly preferred” philosophies were Essentialism, Progressivism, Existentialism, Behaviorism, and Constructivism. Possibly, many teacher respondents appreciate the values these theories had to offer.

Essentialism systematically and in a more disciplined way ascertains students’ learning (Davis, 2021); Progressivism focuses on the child’s personal, internal motive for his academic growth and not on the teacher as the sole authority in the learning process. As a teaching and learning philosophy that focuses on the student’s freedom, existentialism allows learners to choose their future, creating meaning for life (Drew, 2019).

In the Constructivism approach, learners ideally become experts as they understand the activity under the guidance and encouragement of a teacher; hence, a more modern method of teaching, where both the learners are actively involved (Educational Broadcasting Corporation, 2004).

As to the significant difference in constructivism theory between the two groups, concepts in Behaviorism theory could help elucidate this result. Recently, Behaviorism theory seems to gain more popularity among educators as it seems applicable to different strata on the educational ladder. It focuses on measurable, observable behaviors, useful for modifying behaviors in the real world. Perhaps, the practical applications of the behavioral theory are its most remarkable contributions to behavioral psychology. Its techniques can play an influential role in modifying problematic behavior and encouraging more positive, helpful responses. Outside of psychology, parents, teachers, animal trainers, and many others use basic behavioral principles to help teach new behaviors and discourage unwanted ones (Cherry, 2021).

12. Conclusions

Considering all these tenets related to the five theories, several factors may have contributed to the teachers' view of Perennialism as a "Preferred" Philosophy in this 'modern era.'

Still valuable in its own right, the philosophies strongly preferred - Essentialism, Progressivism, Existentialism, Constructivism, and Behaviorism - were based on the belief that disciplining a student's mind is still beneficial. Individuals must think deeply, analytically, flexibly, and imaginatively. Further, it aims to develop students' intellectual and moral qualities. Perennialism, on the other hand, not believing in change, sticks to the 'back to the basics' principle, which contradicts what is needed to solve the problems education faces today and the challenges that await in the future. Furthermore, the Great books with everlasting truths may be repetitive; hence, uninteresting, especially among the respondents who were generally young teachers and learners. It is heavily teacher-centered, the "box learning," which does not consider the students' learning experiences. This also contradicts to the globalization trend, the 21st-century student-centered classroom, where students are imaginative, creative, lifelong learners, who enjoy the prowess of discovery learning and critical thinking, with the quantum leap in technology transforming the millennial mentality of both teachers and students from the ancient times to the global perspectives. Globalization in education, complex as it may seem, integrates similar educational systems across borders to improve the quality and deployment of education systems worldwide.

The significant result of the significant difference in the constructivism theory is associated in some aspects to the behaviorism theory, which speculates on the observable behaviors, as commonly attributed to improving students' undesirable behaviors.

A teacher, considering how to approach the best possible means of instruction, wants to employ a beneficial method for all of their students. It is not only the goal to be reached that counts the cost, but the enjoyment of the journey towards the target motive in an orderly and controlled classroom environment.

13. Recommendations

Based on the findings and conclusions, the following are recommended:

13.1 For in-depth analysis of the results, qualitative research methods can be used to substantiate the quantitative findings.

13.2 A replicate study with respondents, especially from those teaching in a country with a different culture, may yield different findings.

13.3 Other research titles related to students' feedback on a philosophy used by teachers may shed light on specific philosophies teachers use.

13.4 Heads of schools may conduct a similar study, which may give insights into a supervisor's performance from the subordinates' point of view.

References

- Abigael Bas. (n.d.). *The Seven Philosophies of Education Philosophy: Why Teach, What to Teach, How to Teach*. Retrieved from https://www.academia.edu/36818346/The_Seven_Philosophies_of_Education_Philosophy_Why_Teach_What_to_Teach_How_to_Teach
- Davis, B. (2021). *What is the meaning of Perennialism?* Retrieved from <https://www.mvorganizing.org/what-is-the-meaning-of-perennialism/> Descriptors: Educational Philosophy, Educational Practices, Foreign Countries, Teaching Methods, Educational Theories, Teacher Effectiveness, Teaching (Occupation)
- Hallinger, P. (2012) *School leadership that makes a difference: international perspectives*. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/09243453.2012.681508> School Leadership & Management. Published online: 8 Jan 2008.
- Isriyah, M. & Lasan, B. B. (2018): *Classical Philosophy: Influence the Educational Philosophy of Age*. Retrieved from <https://www.scribd.com/document/444971566/Classical-Philosophy-Influence-the-Education-Philo>
- Keystone Academic Course. (n.d). *3 Top Diplomas in Thailand 2022*. Retrieved from <https://www.academiccourses.com/Diploma/Thailand/>
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching (teaching techniques in English as a second language)*. (2nd ed.). Oxford: Oxford University Press.
- Mellow, J. D. (2002). Toward principled eclecticism in language teaching: The two-dimensional model and the centering principle. *Teaching English as a Second Language Electronic Journal*, 5(4), 1-19.
- Papadima, G. (2021). The Impact of Gender and Degree on the Adult Educator's Theoretical Identity. *International Journal of Instruction. Greece Article in International Journal of Instruction*, 14(2), 889-902.
- Perez, D. (2022). *Social Foundations of K-12 Education*. Retrieved from <https://kstatelibraries.pressbooks.pub/dellaperezproject/chapter/chapter-3-foundational-philosophies-of-education/>
- Philosophies of Education. (n.d.). *APA referencing* [video file] Retrieved from <https://www.youtube.com/watch?v=2wYVrPPpZrQre>
- Rivers, W. (1981): *Teaching Foreign Language Skills* (2nd ed.). Chicago: University of Chicago.
- Sayani, A. H. (2015). *My Philosophy of Teaching and Learning*. (2nd ed.). https://www.scirp.org/html/68896_68896.htm?pagespeed=noscript
- Santrock, J. W. (2017). *Educational Psychology*. (6th ed.). United States: McGraw-Hill.
- Siddiqui, M. M. (2012). A Comparative Study of Direct, Communicative and Eclectic Approaches in Teaching ESL. *LITSEARCH*, 2(1), 8-12.

- Singhal, D. (2017). Understanding Student-centered Learning and Philosophies of Teaching Practices. *International of Scientific Research & Management Studies*, 5, 5123-5129.
- St. Theresa International College. (n.d.). *About the college*. Retrieved from <https://www.stic.ac.th/about-the-college>
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Ugwuzor, F. O. (2019). Developing a Personal Philosophy of Education: A Requisite Guide to Educational Practices. *Educational Research Quarterly*, 42(3), 3-28.
- Vasilopoulos, C. (2010). The Natural Rights Basis of Aristotelian Education. *Studies in Philosophy and Education*, 30(1), 19-36.